

THE PRIORY ACADEMY

**LSST**

# **The Priory LSST Sixth Form Handbook**

**2023 - 2024**

## **Welcome from the Year Heads of Sixth Form**

We are rightly very proud of our Sixth Form. It has fantastic facilities, including a large common room with its own catering facilities, study areas and also computer rooms for independent study. Each year students leave us with a raft of excellent qualifications and make their way to destinations all over the world for university courses, employment and travel.

Our Sixth Formers are characterised by their hard work, excellent attitude and their willingness to make the most of the opportunities that the two years here provide, be it the Duke of Edinburgh scheme, Young Enterprise, work experience placements or more of the many ways they can broaden their horizons whilst studying.

We have a dedicated team of staff looking after the Sixth Form, providing students with the guidance and advice they need in order to make decisions about their future. There are also many opportunities for students to gain valuable skills and experiences on top of their A-level courses, which allow them to compete for places in the difficult job and university market places.

This guide is designed in order to give parents and students sound advice on how to make the transition to Sixth Form successfully and prepare for the challenges, which lie ahead. Advanced Level study is challenging but highly rewarding, and we aim to help students fulfil their potential during their two years in the Sixth Form.

We would advise you to read it with your son/daughter in preparation for the start of their sixth form studies.

We look forward to working with you for the next two years.

Mrs S Porter  
Head of Year 12

Mr M Perry  
Head of Year 13

## Trust and Academy Ethos

### **The Trust's Mission:**

To improve the life chances of our pupils and so become true citizens of the world.

### **The Trust's Motto:**

*sic itur ad astra*

'by the good deeds you do, you will be remembered in the stars for eternity' Aeneid, Virgil.

### **The Trust's Values:**

Nurturing deeply cultured, reflective and philosophical thinkers of the future;  
Empowering intellectual curiosity, active learning and inquisitiveness;  
Fostering empathy, mutual respect and courtesy in a global community;  
Championing integrity, resilience and the value of personal endeavour;  
Igniting a sense of awe and wonder, moral conviction and ambition.

### **The Priory Academy LSST Motto:**

Courage and Courtesy

### **The Priory Academy LSST Values:**

**Aspiration:** Instilling an attitude of hard work and determination in pursuit of our goals.

**Inspiration:** Developing an enthusiasm for learning and igniting imagination to become our best.

**Respect:** Fostering a tolerant, helpful and polite approach to each other and the environment.

**Resilience:** Encouraging positive well-being and self-esteem.

**Innovation:** Nurturing confidence and bravery to embrace new challenges.

## The Priory Academy LSST Contract

When students begin their education at The Priory Academy LSST they, along with their parents/carers, are asked to sign the Priory Contract. This is a demonstration of their commitment to the Academy and an acknowledgement of the responsibility they have as part of a community of learners.

As a student I pledge to...

- Have the highest possible expectations for what can I achieve at The Priory Academy LSST and beyond
- Behave well in class, in, to and from the Academy and whilst on Academy activities
- Wear my uniform smartly and in accordance with the Academy's expectations
- Come to the Academy every day
- Focus on learning – maximise learning
- Complete my homework thoroughly and on time - work independently
- Set myself challenging targets and devise appropriate plans to achieve them
- Commit to extra-curricular activities
- Participate positively in Academy activities
- Take responsibility for the environment and the wider community
- Inform a member of staff if I am concerned about anything or anyone

As a member of staff, where relevant, I pledge to...

- Ensure that students achieve their full potential
- Be proactive in ensuring excellent student behaviour
- Ensure that students wear their uniform appropriately at all times
- Encourage the highest levels of attendance
- Ensure that lessons are highly effective and result in learning – *maximise learning*
- Set and mark homework in accordance with Academy policy
- Assess progress, and ensure that students are both aware of and achieving their targets
- Support and contribute to the Academy's extra-curricular and residential programme
- Support and run events in the Academy
- Develop community links for the promotion of positive educational activities
- Be aware of student concerns and communicate them effectively and appropriately

As a parent I pledge to...

- Encourage my child to make the best possible use of the opportunities provided
- Support the Academy in ensuring that my child appreciates the Academy's views on the importance of good behaviour
- Support the Academy in enforcing the uniform expectations
- Encourage my child to achieve the highest levels of attendance and communicate with the Academy on attendance issues
- Support and help foster a positive attitude to learning
- Encourage the completion of homework
- Work with my child to set targets for progress
- Encourage my child to take part in at least one extra-curricular activity
- Encourage my child to take part in Academy activities
- Encourage my child to contribute to the community through voluntary or charity work
- Communicate any concerns I have to the appropriate member of staff

## **Sixth Form Values**

By far and away, the most popular option for our Year 11 students is to take a place in the Sixth Form here at the Priory Academy LSST. We also attract a large number of external applicants who believe this is the right environment for them.

The Sixth Form offers a huge range of courses and can accommodate almost any combination of subjects. At the end of Year 13, over 80% of students leave us to pursue places at university. The students have access to excellent facilities, such as the common room, dedicated Sixth Form catering facilities and first class teaching accommodation.

Being a sixth former carries with it a status within the Academy community; you can be a Prefect, Senior House Ambassador or a mentor for younger students. You dress differently. You have dedicated facilities that are available to no other year group in the Academy. More so than ever before, you can tailor your programme of study to suit your specific needs. As with so much in life, when you have status you have responsibility. The sixth formers at the Priory Academy LSST are our most senior students and we expect them to be outstanding role models for younger year groups to look up to and respect.

## **How parents can offer support**

Sixth Form is a time when students want to be treated more as adults, with increased independence and ability to make choices for themselves. These choices can be important life choices, such as which A-levels to study, whether to go to university or not and which course or career they wish to pursue. We allow students to take more responsibility for themselves and their choices as they progress through the Sixth Form, but they do still require the support of all of those around them throughout this time. To that end, you can offer support by:

1. Ensuring students get to the Academy by 8.30 every day
2. Obtaining from your son/daughter a copy of their timetable and the name of their form tutor.
3. Ensuring they are prepared for the day ahead: correctly dressed, with pens, paper and books as required by subjects
4. Checking progress in the module grades and discussing any issues that are arising
5. Arranging where possible all medical appointments for outside of Academy hours – attendance figures for lessons will be commented on in references to universities and employers
6. Making sure part time work does not interfere with Academy work (part time work cannot be undertaken during Academy hours)
7. Ensuring any absences are called in on the day and are backed up by a note from yourselves (Academy policy on family holidays remains the same for sixth formers)
8. Helping them to organise their independent study time and revision at home
9. Keeping a close eye on how they are coping during the high pressure times of the year
10. Arranging any driving lessons within Academy time during unsupervised study periods, with permission from yourselves and the Academy.
11. Contacting the Academy if you have any questions or concerns at all

## The Sixth Form Team (2023-2024)

Sixth Form Pastoral Team	
Head of Year 12	Mrs S Porter
Head of Year 13	Mr M Perry
Associate Assistant Head for Years 11-13	Mrs E Mellor
Pastoral Learning Manager Year 12	Mrs H Nuttall
Pastoral Learning Manager Year 13	Mrs A Mather
Sixth Form Student Support Assistant (Year 12)	Mrs M Brown
Sixth Form Student Support Assistant (Year 13)	Mrs H Woolley/Mrs S Smith
Academy Careers and Pathways Lead	Mrs A Billett
Academy Careers and Pathways Assistant	Mrs S Morgan-Brown
UCAS Early Entry Support	Miss M Bush
Student Welfare Coordinator	Mrs J Staniland

12.1	Mr S Craven / Mr P Clarke
12.2	Mr C Donaldson
12.3	Miss J Anderson
12.4	Miss E Phynn
12.5	Mrs E Mason
12.6	Mrs E Howe
12.7	Mrs N Eglinton
12.8	Mrs J Canham
12.9	Miss S Nuttall
12.11	Mr P Rees
12.12	Mr P Ryland

13.1	Mrs J Marriott
13.2	Miss S Ward (RE)
13.3	Mr D Hill (Science)
13.4	Miss S Holland
13.5	Mrs P Roylance-Smith
13.6	Mrs C Ertman
13.7	Mrs E Vosper
13.8	Mrs K Bentley
13.9	Mr W Crawford
13.11	Mr A Crocker
13.12	Miss L Johnson

## Term Dates 2023-2024

<b>Module 1</b>	<b>Tuesday 5<sup>th</sup> September 2023 to Friday 20<sup>th</sup> October 2023</b>
<b>Module 2</b>	<b>Monday 30<sup>th</sup> October 2023 to Friday 15<sup>th</sup> December 2023</b>
<b>Module 3</b>	<b>Wednesday 3<sup>rd</sup> January 2024 to Friday 9<sup>th</sup> February 2024</b>
<b>Module 4</b>	<b>Monday 19<sup>th</sup> February 2024 to Thursday 28<sup>th</sup> March 2024</b>
<b>Module 5</b>	<b>Monday 15<sup>th</sup> April 2024 to Friday 24<sup>th</sup> May 2024</b>
<b>Module 6</b>	<b>Monday 3<sup>rd</sup> June 2024 to Friday 19<sup>th</sup> July 2024</b>

## Key dates 2023-2024

<b>Event</b>	<b>Year Group</b>	<b>Date</b>
Academy deadline for Early Entry applications	Y13	30 <sup>th</sup> September 2023
Year 13 parents' evening	Y13	Thursday 12 <sup>th</sup> October 2023
Early entry UCAS deadline	Y13	16 <sup>th</sup> October 2022
University Early Entry Tests	Y13	Between September and November 2023. See Mrs Billett or Miss Bush for further information
Year 13 Mock examinations	Y13	January 2024
Academy deadline for all UCAS applications	Y13	18 <sup>th</sup> January 2024
Deadline for UCAS applications	Y13	31 <sup>st</sup> January 2024
Student finance opens	Y13	TBC February 2024
Year 12 Parents' Evening	Y12	29 <sup>th</sup> February 2024
Oxbridge Conference & University Visits	Both	24 <sup>th</sup> March 2024
Year 13 Written Reports	Y13	End of Module 4
Year 12 Annual Exams	Y12	Week beginning 15 <sup>th</sup> April 2024
UCAS Information Evening	Y12	TBC 8 <sup>th</sup> May 2024
Deadline for all student finance applications	Y13	TBC May 2024
Reply to UCAS offers	Y13	TBC June 2024
A-level examinations	Both	TBC May-June 2024
Year 12 Written Reports	Y12	Week beginning 17 <sup>th</sup> June 2024
Year 13 Prom	Y13	28 <sup>th</sup> June 2024 TBC
A-level results	Both	TBC August 2024

## **In Touch**

The 'In Touch Communication System' enables the Academy to correspond with parents/carers via email and text message. We use the text message system for first day absence and attendance communication. In the event that your child is absent from the Academy and we have not had any correspondence from you a text message will be sent to a designated contact and you will be able to reply to the text message to confirm the reason for your child's absence and their expected return date. The email system will be used for sending out letters from the Academy.

For each child the Academy will have a designated contact (the parent/carer who is priority 1 on the contact list) and a designated email address and mobile number. This can be changed at any time by visiting main reception and speaking with one of our receptionists. Parents/carers will be able to 'opt out' of this system; in this instance, parents/carers will receive paper communication.

## **Sims Parent App and ParentPay**

These are two systems which parents/carers can use which help communications and process payments made towards activities for our students. These both link with our school information management system (SIMS) which means all information is accurate and up to date.

### **SIMS Parent App**

Our parent app and website will allow parents/carers to access information at their own convenience via smartphone, tablet or PC – anytime, anywhere.

You can also review **and request changes** to the data held direct from a smartphone/website.

What information is on SIMS Parent App?

- Academy term, inset dates and contact details available at the click of a button;
- Access to update contact details, so we always have the most up-to-date information in case of emergency;
- If parents have more than one child at school, access to information for all the children, from the same app;
- As the module progresses a view of assessment information, as it is published, normally at the end of each module.

### **ParentPay**

ParentPay is web based and will ensure parents/carers can make payments securely for trips and events, as well as providing consent. Once registered parents/carers will be able to make payments easily and securely online rather than give students cash/cheques to bring into the Academy. This is also how parents/carers pay for their children to use the academy's catering facilities using a biometric till system. Children do not use cash in the dining rooms but instead use the 'credit' parents have added using ParentPay. It is used for all academy trip/event payments, payments towards Priory Leisure, CCF and DoE activities.

**Parents/Carer with older children already in attendance will not have to register again for either system when other family members join the Academy. Parents/carers who are new to the Academy with students joining Year 12 will receive an invitation to register for the Parent App and ParentPay.**



## **Sixth Form routines**

The following policies ensure students are supported in being able to uphold the core values of the Sixth Form Code.

- Most students study 3 A-levels (some may do more, with permission from the Academy)
- All students will have a minimum of four supervised study periods on their timetable.
- There is no compulsion to opt for a 'balanced' curriculum which includes sciences and arts subjects, it is better to play to your strengths and choose subjects which will yield the best results for you

## **Common Room and Study Facilities**

The common room is a fantastic facility, which students can use during unsupervised study periods, break and lunch times. The common room is a social and also a study space for all and therefore the noise level must be respectful and students must not play music or other audio aloud in these areas during the Academy day.

We have study facilities available and students will undertake a minimum of three sessions of supervised study periods per week during Sixth Form. (One per subject and one additional session)

We would expect, of course, that students take full responsibility for the upkeep of these areas and keep them clean for the others to use. There are plenty of bins provided.

## **Behaviour on and off site**

As senior students we expect our Sixth Formers to set a positive example to the rest of the Academy in their conduct, comportment and dress. We will take breaches of these expectations seriously.

Students should always:

- a. Move around Academy and the local area in an orderly way
- b. Speak to other members of the Academy and local community in a respectful manner
- c. Treat the Academy site and local area with respect, which includes keeping noise to a minimum, not dropping litter or leaving litter on tables or in the common room and leaving communal areas clean and tidy
- d. Ensure attire/clothing follows the Academy's dress code at all times

## **Leaving Academy site**

Year 12 students may leave the Academy site during lunch, provided they sign out using the sheets, which are at both receptions. Year 13 students may leave the Academy site during break, lunch and unsupervised study periods, provided they sign out at reception.

Smokers/vapers are reminded that, on request from local authorities and residents, students must not smoke on Urban St, Clayton Rd, the grassland next to Urban St, near the primary school or near Tesco.

## **Driving lessons**

If a student wants to learn to drive, they may be able to arrange driving lessons during Academy time. We ask that students use the following procedures to apply for time out of Academy:

1. Find a suitable free period in the timetable and allocate that as your driving hour
2. Obtain an application form from the Head of Year – get parents to sign it
3. If the Head of Year is happy that this will not impact upon your studies then permission will be granted

## **Parking**

Students should adhere to the Highway Code and the parking restrictions, which are in place on Urban Street and outside the Sixth Form reception. They should not park on the zig-zag lines or block the turning space for the road up the boarding house. This entrance to the Academy is used for delivery vehicles and emergency vehicles and easy access is required at all times.

If students park in a manner that means they are obstructing the highway or local businesses then they will be asked to go and move their car and find an alternative parking space. If there is evidence of continued improper parking then students might be asked to find an alternative means of transport to school.

**Students must not leave site for driving lessons before permission has been granted.**

## **Sixth Form Bursary and FSM applications**

All application forms and further guidance can be found on the Academy website. The deadline for all types of applications is **Friday 6<sup>th</sup> October**. Applications after this date will be accepted but payment may be delayed.

### **Free School Meals (FSM) applications**

Students can apply to receive a daily school meal allowance if they received FSM in Year 11 (new Y12's only) or meet certain criteria. (Full details can be found on the website)

### **Vulnerable bursary applications**

A vulnerable bursary is available for students who meet the following criteria:

- Is a young person in care
- Is a young care leaver (previously in care or foster care)
- Is in receipt of Income Support or Universal Credit in their own right and are financially supporting themselves and anyone who is dependent upon and living with them
- Is in receipt of Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right.

### **Discretionary bursary applications**

- The discretionary bursary is for students who need financial help but do not qualify for a bursary for students in vulnerable groups.
- To qualify for the discretionary bursary your total household income per year must be less than £29,289.00 for single child households. £30,753.00 for households with two children (still receiving child benefit)

- Payment frequency and amounts are evaluated based on individual students' needs. These may be either in a bulk payment, monthly payments or a mix of both.

### **How do I apply?**

- Application Forms are available on the Academy website.
- Forms need to be submitted online along with the relevant evidence required.

## **Opportunities in the Sixth Form**

### **How will your senior status in the Academy be recognised?**

- Have supervised study lessons and unsupervised independent study sessions during the day
- Have dedicated facilities available only to Sixth Formers during the day
- Be able to leave site during breaks and lunchtimes in Year 12, and during unsupervised study periods in Year 13 in recognition of being more sophisticated independent learners
- Have the chance to assume positions of authority in the Academy community, such as being a Prefect, a House Ambassador or a mentor

### **What else can students get involved with?**

Students are encouraged to take an additional role whilst studying in the Sixth Form. A list of opportunities is found below.

- Duke of Edinburgh Award
- CCF
- EPQ
- Prefect
- House Ambassador
- Volunteering in departments with lower school students.
- Debating Club
- Charity and fundraising (FACT team)
- Academic Mentoring
- Librarian
- Events committee
- Library prefects
- Form Representative
- Work Experience
- Volunteering in the community
- The chance to apply to be Head Boy/Head Girl/Deputy Head Boy/Deputy Head Girl,
- Peer listener or mentor for younger students
- Wellbeing Ambassador
- Green Council representative
- Priory Pride leader

## **Academic progress policy**

We expect all students to work hard and aim to reach their academic potential. In order to make sure that happens, the Academy will:

1. Offer advice and guidance on subject choices in order to ensure that students are on the right courses
2. Monitor and track the progress and effort of students whilst on their courses
3. Intervene when necessary to support students in improving their performance

### **Before starting the Sixth Form**

After GCSE results have been received in August, there will be an opportunity for students to amend an A-Level option. This may be because the student has changed his/her mind about a subject or because the grade requirement to start the course has not been met. If the grade requirement for a particular subject has not been met, then a meeting will be arranged to discuss this. GCSE performance overall will be looked at as well as the preparation work students have been asked to complete during the summer term, when deciding a way forward.

### **How will progress be monitored?**

Students will be monitored throughout their course to make sure they are working to their potential and that they show evidence of being able to successfully complete the course. Evidence looked at will include:

- Module attainment grades
- Attitude to Learning grades (effort rated as 5 or 6 is a concern although consistently performing with an effort rated as 3 or below may also highlight possible concerns)
- Attendance data (anything less than 95% can be considered a concern)
- Mock exam data (grades U and E are causes for concern or where grades are two or more below target level)
- Teacher assessments during the course (persistent U/E grades or grades that are two or more grades below target)

Should a student be a concern for any of the reasons shown above, and fail to show improvement, the Academy may withdraw the student from the course.

### **What intervention may happen in order to support progress?**

When underachievement is a cause for concern, the following interventions may be used:

- a. Regular meetings with student
- b. Resubmission of work
- c. Contact with home
- d. Referral to Head of Year
- e. Additional resources supplied/tasks set
- f. Student to attend additional lessons/study sessions
- g. Student mentor provided
- h. Staff mentor provided
- i. Student placed on subject report
- j. Other teacher/subject based support

### **In addition, the pastoral team may also:**

1. Invite parents in to discuss these issues with a member of the Sixth Form Team
2. Add compulsory study periods to timetables

3. Place students on progress, effort or attendance reports
4. Alter timetables as subjects are added, removed or changed

### **What happens if underachievement fails to improve?**

Where underachievement is consistent or spread across multiple subjects due to a lack of engagement, low effort or low attendance then, as a last resort, a student may be withdrawn from a course or courses. This is because they are unlikely to complete the course successfully. Parents will always be fully informed of the situation before a decision is made.

In the unlikely event that a student is withdrawn from several courses, their place at the Academy may no longer be viable. In this instance, we would work with the student to help support them in finding alternative education or training.

## **Study Skills**

### **Preparing to study**

- Even though you are studying fewer subjects now, the volume of work will increase rapidly.
- You will often be required to work from ring binder folders – make sure that you have plentiful supplies of paper, dividers, staplers and hole punches at home
- Buy a bag that is big enough to carry text books and a ring binder file
- Take a ring binder file to lessons – keep notes and handouts in that for a short time then transfer to a subject specific file at home, keeping notes in the right order! Date all your work!
- Use a lever arch file for each subject to store notes and materials
- Teachers will expect to see your files at regular intervals.
- You will need a black biro for all of your exams

### **Independent learning**

You are now responsible for things going right as well as wrong. A-levels can only be passed successfully if you commit time to study out of lessons. You should aim for at least one hour of study for each taught lesson you have, so at least 12 hours of independent study each week. This does not mean without guidance from your teachers; they will often provide you with direction and support in what and how to study, but it does mean that you will have to commit time and resources to working on your own.

- You can find this aspect difficult at first
- Motivating yourself when exams and coursework deadlines seem far away can be tough, but remember that the pressure increases nearer those deadlines
- Use your Sixth Form diary to help organise the amount of work you have to do and meet deadlines
- Get into good habits early. The sooner that you follow good practices the easier it will become, particularly when the pressure increases around examination periods

### **Time management**

You should never find yourself with 'nothing to do'!

1. Prioritise your work – do the most important/urgent first
2. Do not wait until the last minute, do a little work towards far off deadlines each day to reduce the pressure on yourself
3. Use your diary carefully – consider how to use the best apps/organisers on your phone
4. Use the time you have available to you in the Academy productively to reduce pressure on your time out of the Academy

Part-time jobs can give you valuable skills, experience, independence and, of course, money. It is an occasional issue that some students try to do too many hours in their job and end up getting behind with their Academy work. Furthermore, you may be put under pressure in some jobs to work longer hours over Christmas or bank holidays (for example).

### Basic Study skills

1. Keep up to date with your work
2. Organise yourself
3. Use study sessions sensibly (see appendix B also)
4. Make and keep clear notes
5. Ask the teacher when you don't know

#### 1. Keep up to date with work

- Attend all lessons
- If you are absent, get notes from friends
- Let the teacher know in advance if you are to be off and they should be able to tell you what you are missing
- Know when up-coming deadlines are and how much work is required to meet them
- File notes promptly and do not let them sit in your bag for weeks at a time

#### 2. Organisation

- Keep a file at home for each of your subjects
- Place your notes/handouts in there at the end of each week
- Keep files in the right order – not backwards!
- Make sure you have paper/pens for lessons and exams





#### 3. Using study time

- Make precis/summary notes of lessons
- Engage in further reading and note making from text books
- Read around the subject by bringing library or other books to study sessions
- Make revision cards or other revision aids for use in the run up to examinations
- Plan answers to examination questions and other tasks set by teachers
- Research essays or other problems set by teachers
- Read novels and other books which support the learning in the subject

#### 4. Note making

- Do not copy out the text you are noting
- Use headings, bullet points, colours, arrows, diagrams...
- Leave plenty of white paper visible on the page – too much information and you will not want to read it again
- Make them readable

## How to revise

<b>Right at the start:</b> 	<ol style="list-style-type: none"><li>1. Know when your exams are</li><li>2. Double check which specification you are studying for each subject</li><li>3. Know what is in the specification and what you need to revise</li><li>4. Have resources such as paper, highlighters, staplers, folders ready</li><li>5. Know where to find past papers and mark schemes</li></ol>
<b>Getting going:</b> 	<ol style="list-style-type: none"><li>1. Work out if there are gaps in your knowledge and read around to close the gaps</li><li>2. Make a revision timetable and know how long you have to revise for each subject and each topic</li><li>3. Plan your days with breaks and work sessions – work when is right for you but working early in the morning leads to a less stressful day</li></ol>
<b>In the middle:</b> 	<ol style="list-style-type: none"><li>1. Reshape your revision timetable so that it takes account of anything that has changed or that you have not yet had chance to revise</li><li>2. Take breaks and try to get some fresh air</li><li>3. Avoid sugary drinks – they reduce your levels of concentration</li><li>4. Make sure you are testing yourself using past papers</li></ol>
<b>Near the exam:</b> 	<ol style="list-style-type: none"><li>1. Revise for each subject you study equally</li><li>2. If you have exams on Thursday and Friday, for example, don't revise all week for the Thursday exam and then realise you do not have enough time for the Friday exam</li><li>3. Get plenty of sleep the night before an exam</li></ol>

When revising, make sure you move through these stages... don't rely on just reading to revise

Gaining understanding	Remembering the material	Applying to the exam
<p>Here you learn new material and understand the concepts that are covered in the specification/syllabus</p>	<p>This is where you commit the important facts and concepts to memory so that you can write answers without notes or help</p>	<p>This is where you make sure you know how to answer exam questions to test your readiness for the real thing!</p>
<ul style="list-style-type: none"> <li>• Attending lessons</li> <li>• Making notes</li> <li>• Reading</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Making precis notes of bigger topics</li> <li>• Making cue cards</li> <li>• Mind maps and diagrams</li> <li>• Tables and grids which summarise topics</li> <li>• Mnemonics</li> <li>• Lots of bullet point lists under question titles</li> <li>• Sticky notes over your walls (ask parents first!)</li> <li>• Teach a friend/parent/sibling a topic</li> <li>• Fill in any gaps in your knowledge – don't leave it as a gap</li> </ul>	<ul style="list-style-type: none"> <li>• Plan answers and sections of the exam</li> <li>• Write answers to past papers in full and mark them</li> <li>• Time yourself – make sure you know how long it takes to answer the questions</li> </ul>



## Appendix A

Dear Parent/Carer,

At the Priory Academy LSST we have a policy of allowing students to take driving lessons during Academy time. This policy is based on the conditions that the driving lesson is taken in a regular slot and that this slot falls in one of the students' free periods. The Academy reserves the right to remove permission if the students' attendance or effort levels fall below an acceptable standard. We would appreciate if you could please complete and sign the form below and return to the Sixth Form office for permission to be granted.

Yours faithfully,

Mrs S Porter and Mr M Perry

Name:		Form:	
Driving School/Instructor			
Requested Driving Lesson	Day:	Time/Period:	
Permission granted	Yes		No
Signed	Student:		
	Parent/Carer:		
	HOY:		
Date approved by HOY			
Date passed practical test			
If driving to and from school.	Make of vehicle	Model and colour of vehicle	
	<b>Registration of vehicle</b>		

## Appendix B

### Code of Conduct for Supervised Study

1. Arrive promptly at the start of the session
2. Ensure you have plenty of work to do – we do have materials in the study rooms available for you to use
3. Conversations are to be kept quiet and work focused and should not disturb other students
4. Drink only from bottles, **no eating in the room**
5. Sit quietly at a desk and work productively – please do not disturb any other students
6. You may listen to music through headphones so long as they can't be heard by or shared with another student
7. Laptops, tablets and other devices may be used – but not to watch films or play games
8. Members of staff should be addressed with manners and courtesy should you require any assistance
9. Adhere to the same rules as a lesson. Do not ask to leave to go to the toilet and coats should not be worn in the study room.

### ***Work to complete in study sessions***

When in supervised study you should use your time productively. It is valuable time, which could be used to do some of the following tasks:

- i. Make precis/summary notes of lessons
- ii. Engage in further reading and note making from text books
- iii. Read around the subject by bringing library or other books to study sessions
- iv. Make revision cards or other revision aids for use in the run up to examinations
- v. Plan answers to examination questions and other tasks set by teachers
- vi. Research essays or other problems set by teachers
- vii. Read novels and other books which support the learning in the subject